DOCUMENT RESUME

ED 139 719

SO 010 088

| | |
|---|---|
| TITLE | Descriptors for Economic Understanding. A Guide to Asking Questions about Learning Related to Economics in Wisconsin Schools, K-12. |
| INSTITUTION | Wisconsin State Dept. of Public Instruction, Madison. |
| NOTE | 21p.; These objectives were developed by the Wisconsin Social Studies Curriculum Study Committee |
| EDRS PRICE | MF-$0.83 HC-$1.67 Plus Postage. |
| DESCRIPTORS | Cognitive Objectives; *Curriculum Evaluation; *Economic Education; *Economics; *Educational Objectives; Elementary Secondary Education; Instructional Improvement; Learning; Models |
| IDENTIFIERS | Wisconsin |

ABSTRACT

Statements of learning objectives are provided to substantiate the goal of economic understanding in Wisconsin schools and to provide a quick inquiry device that educators and others may use to more clearly establish whether or not opportunity for economic education exists sufficiently in the school curriculum. These statements, or "descriptors," were developed after general educational goals for Wisconsin were identified in the early 1970s. Economics as a single course has not been required in Wisconsin schools, although emphasis on consumer education since 1974 has made it more popular. It was decided that a list of descriptors for economic understanding would enable schools to determine whether their curriculum provides opportunity for attaining specified goals. Following a definition of economics and a teaching model adapted from the Joint Council on Economic Education, 68 statements about economics understandings are presented. These are grouped into six categories, including economic systems, resource allocation and income distribution, economic stability and growth, and statistical and visual concepts. An example of a statement is, "Students should understand the idea that specialization results in increased output of goods and services." (Author/AV)

**********
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
**********

MAY 6 1971

ED139719

WISCONSIN SOCIAL STUDIES CURRICULUM STUDY COMMITTEE

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FRO
THE PERSON OR ORGANIZATION ORIGIN
ATING IT. POINTS OF VIEW OR OPINION
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE O
EDUCATION POSITION OR POLICY

# DESCRIPTORS FOR ECONOMIC UNDERSTANDING

A GUIDE TO ASKING QUESTIONS ABOUT LEARNING

RELATED TO ECONOMICS IN WISCONSIN SCHOOLS, K-12

SP 010 088

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
BARBARA THOMPSON, PH.D., STATE SUPERINTENDENT

## PREFACE

It has long been my feeling that economic, civic, and social literacy are the first basics of education in a democracy. Thomas Jefferson stated that "above all things I hope the education of the people will be attended to...for, if a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."

Descriptors for Economic Understanding was developed to help realize a higher degree of economic literacy in our state by giving educators some handle on what is to be expected of students who graduate from our schools. With this in mind, the following agencies came together to prepare this guide:

Wisconsin Department of Public Instruction
Wisconsin State Council on Economic Education
Wisconsin Council for the Social Studies
Center for Economic Education, UW-Eau Claire

This brief publication was designed to clarify what economics is about and to provide readers with an opportunity to consider some implications for providing school-age youth with minimum learning experiences in economic education. To the extent that a proposed descriptor suggests a legitimate priority, learning experiences will have to be determined locally and by people responsible for justifying subject matter within the school curriculum.

Descriptors for Economic Understanding also represents something new in Wisconsin education. It does not include such terms as criterion reference, dependent variable, behavioral objective, or similar jargon. Rather, its expressed purpose is to clarify some aspects of instruction having to do with economics in the school curriculum.

We welcome your comments about this publication and we urge you to take the time to let us know your reactions, suggestions, and particular viewpoints. Please place your observations on the back cover, tear it off and return to: William J. Hill, Executive Director, Wisconsin State Council on Economic Education, P. O. Box 591, Milwaukee, WI 53201. Mr. Hill is a member of the Wisconsin Council for the Social Studies and also is a member of two statewide committees whose purpose is to advise the Department of Public Instruction (K-12 social studies and consumer education). He was also a member of the Descriptor Development Committee.

H. Michael Hartoonian
Program Coordinator and Supervisor
Social Studies Education
Department of Public Instruction

State of Wisconsin Social Studies Curriculum Study Committee

Sub-Committee on Economic Education

Jerry Johnson, Ph.D. Director
Center for Economic Education
University of Wisconsin-Eau Claire

H. Michael Hartoonian, Ph.D.
Wisconsin Department of Public Instruction

Shirley Grunloh
Oshkosh Public Schools

George Conom
Sun Prairie Public Schools

William Hill, Ph.D. Chairperson
Executive Director
Wisconsin Council on Economic Education

TABLE OF CONTENTS

Introduction . . . . . 1

Some Observations about Economic Education . . . . . 2

Economics in the Wisconsin School Curriculum . . . . . 4

Economics: A Definition and a Model . . . . . 5

Descriptors for Economic Understanding . . . . . 6

APPENDIX: Service and Support Sources . . . . . 12

## INTRODUCTION

Following the adoption of desirable goals for education in Wisconsin schools, as developed by a citizen committee in the early seventies, it soon became apparent that more specific expectations and descriptions could indeed be helpful. This assumption appeared especially appropriate for the goal identified as economic understanding if for no other reason than that economics enjoys not only a special complexity but a very special importance in the school curriculum and in the everyday affairs of all citizens. A secondary assumption offered by others has to do with answering the question, "How can a school district prepare for assessment if it lacks a clear perception about what is to be assessed?"

The State of Wisconsin educational goal statement for economic understanding reflects the general for learning, understanding, and awareness. The original goal statement from the citizen committee follows:

## ECONOMIC UNDERSTANDING

In the American economic system, students must understand those factors that affect both their own economic condition as well as that of others in the world community.

Effective participation in the economy as a consumer and producer of goods and services requires understanding of personal and world economics and the relation of government to economy.

The student shall:

1. learn to evaluate his/her needs; match products to needs and effectively use products, services, and natural resources.

2. understand the various systems of production and distribution, the role and responsibility of the individual in these systems and the ways in which these systems influence the lives of people.

3. understand the relationship between individual consumption of goods and the effect on the environment.

4. understand the process of obtaining employment, planning and budgeting personal income, saving and investing, and financing major purchases.

5. be aware of the agencies which assist and protect consumers and producers.

6. be aware of national and internation business organizations, monetary systems, and the effects of government on the economic systems of other nations.

The adopted economic understanding goal does not represent standards or expectations, nor are priorities established. The citizen committee wisely recognized the key role of the local education agencies to determine best steps for review and implementation of their existing economics curriculum. Objectives, content and scope and sequence should be determined locally.

## SOME OBSERVATIONS ABOUT ECONOMIC EDUCATION

For Wisconsin educators at all grade levels and at teacher training institutions, several observations relevant to concurrent events in economic education may be cited.

1. Economics as a single course or subject is not commonly reserved as a required course. Rather, important ideas about economics appear in the social studies sequence with greater frequency now than ever before at all grade levels. The Wisconsin State Social Studies Committee has recommended the teaching of economics concepts in grades K-12 since the early 1960's.

2. New impetus giving attention to the importance of basic principles of economics came in 1974 with the Wisconsin legislative mandate which suggested added emphasis upon consumer education. Interestingly, a significant outcome of the mandate has been a surge in inservice and college credit enrollments related to courses and programs in economic education.

3. In early 1975, the Wisconsin State Department of Public Instruction called a conference to explore the potential for developing meaningful descriptions about education goals - descriptions that would be non-technical and non-jargon items which anyone could read to get ideas about the dimensions and possible implications of goals such as economic understanding.

4. The preparation of suggested descriptors to accompany adopted goals for education in Wisconsin implied an additional and important function, being that descriptors could serve a very useful role or purpose in assisting any school to review or make a mini-assessment of whether its curriculum actually provided opportunity for attaining specified goals.

5. In 1976-77, a long-awaited educator resource focusing upon economics in the school curriculum, with suggested grade placement of concepts and accompanying how-to-do-it, will be published. A national task force has been working on this resource under the leadership of Dr. Lee Hanson, a UW-Madison economist who led a national group of highly respected economists and educators toward completion of a much needed reference document.

6. Wisconsin now has in place a delivery system designed to be used by educators in meeting the twin challenges of improving pupil learning opportunities in economics and also meeting the challenges associated with teacher education. Centers for Economics Education are established at UW-Milwaukee, UW-LaCrosse, UW-Eau Claire, UW-Platteville, UW-Whitewater, UW-Center Campus-Sheboygan and in 1976-77 at UW-Oshkosh and UW-Parkside. Each is staffed by an economist experienced in working with classroom teachers. Each Center has an extensive resource library and each can assist schools with inservice and/or university credit program plans. The Wisconsin State Council on Economics Education, along with the Department of Public Instruction and a wide variety of agencies and organizations, works with Centers and with schools to develop, implement and disseminate learning programs in economics.

7. A new "Curriculum Improvement Guide" for the K-12 social studies program will become available from the Wisconsin Department of Public Instruction in 1977.

8. Consumer education programs in 1976-77 will involve working out model arrangements for improving instruction in several school districts.

9. And, as the following pages will depict, there are suggested descriptors available to cast new light upon the what and why of economics in the school curriculum.

## ECONOMICS IN THE WISCONSIN SCHOOL CURRICULUM

Establishing priorities for Wisconsin youth from among an almost endless array of desirable learning opportunities poses a challenge in every school district. Not to be ignored are old favorities emerging anew for greater attention. Among them are citizenship and critical thinking; reading, writing and arithmetic; personal competency, self-realization and career education; mental and physical health, cultural appreciation and, of course, basic skills for learning and decision making.

These desirable learning opportunities appear one way or another in the school social studies curriculum at all grade levels, a fact surely substantiating the oft stated notion that general education goals that cannot be accommodated with priority in other subject matter areas usually find their way into the history and social sciences domain.

Surely some questions need be raised--some easy and some very hard to answer; but all, nevertheless, related to curriculum decisions and priorities. Most educators would agree that learning opportunities for youth should be systematic and responsible. Further, educators would agree that any or all of the following questions need to be raised about existing curriculum practices and content, perhaps especially for economics.

- How do you determine the educational usefulness of current instruction?
- What are the criteria against which to measure usefulness?
- What "indicators of performance" can be used to measure achievement?
- What competencies should be attainable by Wisconsin high school graduates, or ninth graders, or sixth graders?
- What are some current attitudes, skills, and understandings possessed by students about economics?
- What parts of your K-12 curriculum should provide learning opportunities in economics, including consumer education?
- What kinds of assistance and support do educators want and need in order to become more confident and competent with economics?

In the Spring of 1975 an assessment of Wisconsin pupil achievement in history and the social sciences was undertaken at grades four and eight. Preliminary findings suggest not only that Wisconsin youth more than hold their own when compared to national norms, they also scored well compared with norms arbitrarily raised by Wisconsin educators who felt Wisconsin youth not only could but would exceed expectations because the quality of educational opportunity in Wisconsin exceeds that of most states.

The fourth and eighth grade findings reveal economics is not lost in the curriculum. In fact, assessment data suggest good achievement relationships between and among all history and social science subjects and, perhaps importantly, data reveal significantly high scores in an area of learning that many educators believe to be of prime importance--the area of skills and processes such as inference, inquiry, deduction, questioning, data acquisition, and interpretation.

## ECONOMICS - A DEFINITION AND A MODEL

Economics is about choices or making decisions and how to make them from among alternatives which recognize scarcity of resources and relatively unlimited wants and needs. Economics is comprised of a set of ideas identified as important concepts. Economists insist that certain skills, understandings and knowledge are necessary for rational decision making. Further, economists often and perhaps usually can be found in disagreement among themselves about the meaning, causes and outcomes of economic events. Nevertheless, they do agree about key ideas which tend to characterize their discipline. They hasten to point out that values, attitudes and especially political and governmental decision or indecision have profound influence upon economic events affecting all of us.

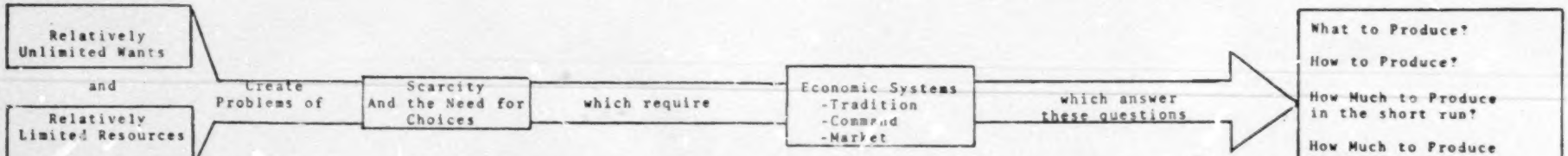
There are important ideas about economics from which a sort of matrix or model clearly emerges. Listed below are some of these key ideas or concepts. It is not an exhaustive nor all-inclusive list but it is a basic framework from which may be derived significant opportunity for learning.

The forthcoming suggested outline for economics in the school curriculum[1] portrays about twenty-five economics concepts. Only a few are selected here to illustrate how descriptors can be utilized and related to an established educational goal, in this instance economic understanding.



[1] Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036.

# A SUGGESTED MINIMUM FRAMEWORK[1]
## FOR LEARNING ABOUT ECONOMICS IN WISCONSIN SCHOOLS, GRADES K-12




### CONCEPTS IDENTIFIED BY ECONOMISTS (1)

Economic Wants
- Markets, Supply and Demand
- The Price Mechanism
- Competition and Market Structure
- Government Intervention and Regulation

Productive Resources
- Markets, Supply and Demand
- The Price Mechanism
- Competition and Market Structure
- Government Intervention and Regulation

Aggregate Supply and Productive Capacity
- Aggregate Demand: Unemployment and Inflation
- Real and Money Income: Price Level Changes
- Money and Monetary Policy
- Fiscal Policy: Taxes, Expenditures and Transfers

Economic Growth
- Savings, Investment, and Productivity
- International Economics
- Market Failures: Information Costs, Resource Immobility, and Externalities
- Government Intervention and Regulation

Income Distribution and Government Redistribution
- Government Regulation and Intervention
- Institutions and Market Failures

plus

Opportunity Cost and Trade-Offs
Marginalism and Equilibrium
Economic Institutions
Statistical Concepts
Specialization
Economic Incentives
Voluntary Exchange
Interdependence
Comparative Advantage
Division of Labor

### SUGGESTED K-12 CURRICULUM EMPHASIS[2]

The Basic Economic Problem
- Economic Wants
- Productive Resources
- Scarcity and Choices
- Opportunity Costs and Trade-Offs

Economic Systems
- Economic Incentives
- Specialization, Comparative Advantage and the Division of Labor
- Interdependence
- Government Intervention and Regulation
- International Economics

Resource Allocation and Income Distribution
- Markets, Supply and Demand
- The Price Mechanism
- Competition and Market Structure

Economic Stability and Growth (Macro)
- Aggregate Supply and Productive Capacity
- Aggregate Demand: Unemployment and Inflation
- Money and Monetary Policy
- Fiscal Policy: Taxes, Expenditures, and Transfers
- Saving, Investment, and Productivity

Statistical and Visual Concepts
- Ratios, Index Numbers, Tables, Graphs and Charts

Evaluating Economic Actions and Policies
- Economic Goals: Freedom, Economic Efficiency, Equity, Security, Stability, and Growth
- Trade-Offs Among Goals

to achieve the following goals

- Freedom
- Efficiency
- Equity
- Security
- Stability
- Growth

[1] Adapted with permission from The Joint Council on Economic Education publication of the forthcoming [redacted] Framework and Resource Guide on Economic Education, K-12, JCEE, 1212 Avenue of the Americas, New York 10076

[2] Suggested descriptors for six minimum emphasis concepts appear on the following pages.

## A PREFACE TO CONCEPTS* FROM ECONOMICS

Every economy has to deal with relatively unlimited wants and limited resources. How people and nations decide to allocate available resources among many human wants is economic decision making in action. In the American private enterprise economy the consumer's influence upon what is to be produced is very significant. So also is the influence of orderly government - whether regulation, protection or policy. Freedom of choice at the market place for the consumer and the ongoing relationship between cost, price, competition, supply and demand and resource allocation together suggest a few ideas all future citizens need to know.

## DESCRIPTORS FOR ECONOMIC UNDERSTANDING

Becoming more familiar with what economists identify as key concepts and learning to deal with a basic model or matrix for economics suggests there are indeed certain outcomes from economic education that young people ought to know by the time they graduate from high school. Their familiarity with the ideas of economics--concepts and approaches, should improve decision making.

The descriptors which follow are intended to substantiate and illuminate the goal of economic understanding in Wisconsin schools and to provide a quick inquiry device that educators and others may use to more clearly establish whether or not opportunity for economic education exists sufficiently in the school curriculum.

> IDEAS ABOUT ECONOMICS ABOUND. HUNDREDS, PERHAPS THOUSANDS OF BOOKS AND PERIODICALS DEAL IN SOME WAY WITH THE SUBJECT. ALMOST ANY GROUP WHICH SEEKS TO SET FORTH A LISTING OF IMPORTANT DESCRIPTORS WOULD INVARIABLY PREFER AND INFER CERTAIN PRIORITIES. THE DESCRIPTORS WHICH YOU WILL FIND ON THE FOLLOWING PAGES <u>REPRESENT ONLY ONE APPROACH</u>.

As a student reaches the age of majority, it is his/her right and obligation to participate in the democratic process. Therefore, the student should have some competency and understanding of the free enterprise system and how it works. A better understanding of this process can only be realized through a better understanding of the principles of economics.

<u>A note to the reader</u>: If you agree, upon reading a concept descriptor, that indeed the implied worth of that descriptor is important enough for all future citizens to understand; then, ask yourself who is teaching it, where in the K-12 school curriculum is it being taught, and how well do our youth achieve an understanding of the idea?

---

*See <u>Knowledge, Processes and Values in the New Social Studies</u>. Bulletin #185 $1.00. Available from the Wisconsin Department of Public Instruction.

SUGGESTED DESCRIPTORS TO BE CONSIDERED FOR MINIMUM CURRICULUM EMPHASIS

I. The Basic Economic Problem

- Students shall be able to recognize/understand that we have limited resources and relatively unlimited wants.
- Students should understand that without the scarcity problem, there would be no need to economize.
- Students should understand that scarcity is the central problem from which all other economic problems flow.
- Students shall recognize and apply knowledge to maximize personal satisfaction in terms of limited resources.
- Students should recognize that as a result of scarcity, decisions and choices must be made.
- Students should be able to understand the need for choices.
- Students should be able to understand the effects of personal economic choices.
- Students should understand that because of insufficient income to satisfy all their wants, decisions must be made about the disposition of their income.
- Students should understand that every society must choose from various alternatives the ways in which they can best use their scarce resources.
- Students should be able to understand the basic questions of what to produce, how to produce, and for whom.
- Students should recognize that each economic system must answer these basic economic questions.
- Students should recognize that consumption is the direct result of production (productive) generating income.
- Students shall recognize that one's own (and others) value system help determine what will be produced.
- Students shall recognize that available resources will help determine how production will take place.

II. Economic Systems ***

- Students should understand the workings of the free enterprise system.
- Students should understand how the private enterprise system differs from other economic systems.
- Students shall understand the employment of limited resources in a private enterprise market economy.
- Students should be able to compare and contrast how economic decisions are made in other societies.
- Students should understand the role of profit in the private enterprise system.

III. Resource Allocation and Income Distribution (Macro Economics)

- Students should understand that a market is a gathering of buyers and sellers to buy or sell goods or services and productive resources.
- Students should be able to understand the forces of supply and demand in the market-place.
- Students should understand the interaction of supply and demand in the determination of price.
- Students should understand that in any free enterprise system, competition is the regulator and the consumer is the determiner of what to purchase.
- Students should understand that we have several market structures, and imperfections in the marketplace do exist.
- Students should understand that certain goods and services necessitate government intervention.

---

***Learners should understand that some sort of economics arrangement exists in all political systems and in all societies. Learners should further understand the key importance of freedom, individual worth, and orderly government perceived to be the core of the American experience. That the democratic process and the private enterprise economic system have worked well is evidence which exists in fact.

However, unnecessary advocacy or propagandizing about the so-called free enterprise system is inappropriate. The American enterprise system can stand up to a careful and rational examination of the facts.

ECONOMIC EDUCATION, as perceived by the DESCRIPTOR writing group, is intended to deal with improving student understanding of economic systems and the likely application of economic decisions in every day living.....and learned in the course and flow of social studies education for all in grades K through 12.

- Students should understand that imperfections in the marketplace necessitate government intervention.

- Students should understand the idea that specialization results in increased output of goods and services.

- Students should understand that through specialization there can be an increase in their consumption of goods and services and satisfaction of more wants.

- Students should understand the relationship between specialization and the division of labor.

- Students should understand the relationship between specialization and interdependence.

- Students should understand that income is generated through production and the exchange of goods and services.

- Students should understand the principle of comparative advantage.

IV. Economic Stability and Growth (Macro Economics)

- Students should understand that as specialization increases, the need for a medium of exchange also increases.

- Students should understand the major functions of money.

- Students should understand the major types of money in the United States.

- Students should understand the advantages of money exchange over barter exchange.

- Students should understand what constitutes the money supply.

- Students should understand the role of the Federal Reserve System.

- Students should understand the effect of the Federal Reserve System on the money supply.

- Students should understand appropriate action needed either during inflation or during recession.

- Students should understand the limitations of monetary policy.

- Students should be able to define fiscal policy.

- Students should understand the effects of government in the changing of taxes and the changing of government expenditures.

- Students should understand an appropriate fiscal policy to curb an inflationary period.

- Students should understand an appropriate fiscal policy to be used during a recession.

- Students should understand the limitations of fiscal policy decisions.

- Students should be able to identify appropriate combinations of fiscal and monetary policy.

- Students should understand that appropriate fiscal and monetary policy can lead to economic growth.

- Students should understand that economic growth leads to increased productive capacity.

- Students should understand the negative effects of economic growth.

- Students should understand the concepts of savings and investment risk and related decisions.

- Students should understand the concept of productivities in an economy.

- Students should understand that productivity leads to economic growth.

- Students should understand the problems of international trade and international markets.

- Students should understand the problem of the comparative advantage as to nations, as well as to individuals.

- Students should understand the advantage of free trade.

- Students should understand the modification of free trade by government intervention and regulation.

V. Statistical and Visual Concepts

- Students should understand the importance of, as well as be able to deal with, visual presentations of economics data.

- Students should be able to interpret simple ratios, index numbers, tables, graphs, and charts which portray economics data.

VI. Evaluating Economic Actions and Policies

- Students should be able to recognize and state (verbalize) an economic goal.

- Students should understand that in our democracy economic goals are a significant function in the political process.

- Students should perceive the relationship between economic freedom and an orderly government.

- Students should understand that economic choices usually imply a trade off among desirable goals and that ends and means are important considerations in economic decision making.

- Students should understand the meaning of efficiency, productivity and stability especially in the workings of the private enterprise system, and in comparison with other economic systems.

- Students should understand the importance of citizen participation at all levels of government, particularly as related to contact with elected representatives of the people.

- Students should understand that concepts of equity, justice, opportunity, fair play, and security all play a part in economic decision making as policies are formed.

- Students should understand the essential role and function of the individual consumer and his influence capability upon actions and policies.

- Students should understand that without orderly government and freedom of choice a private enterprise market economy could not function.

## APPENDIX

### SOME LEADERSHIP, SERVICE AND SUPPORT SOURCES FOR WISCONSIN SCHOOLS

Economics is perhaps the one subject in the school curriculum most likely to be overlooked in establishing priorities for learning. Several reasons seem to account for the situation. These are: 1) most classroom teachers have not studied economics, nor were they required to complete one or more courses in economics prior to certification (the Wisconsin administrative code now establishes such requirements for certification of history and social science teachers), 2) there has been limited effort to determine just what economics is now being offered in Wisconsin schools and how well our youth are learning about economics, and 3) most school administrators, principals, and school board members have not had access to legitimate, non-biased and educationally sound proposals and ideas for improving economic literacy. It should be noted that the latter group may be under stress for dealing with conflicting educational priorities in every community not withstanding the fact that the "economics of education" is likely the chief educational "problem" in most Wisconsin communities.

Listed here are a variety of sources, agencies, and organizations well experienced in working with schools to upgrade learning opportunities in economics.

- Wisconsin State Council on Economic Education
- Wisconsin Department of Public Instruction
- UAW, AFL-CIO and United Steelworkers of America
- Wisconsin Manufacturers Association
- Wisconsin Bankers Association
- Wisconsin Agri-Business Council
- Wisconsin Industries and Manufacturers, Inc.
- Employers Associations
- Wisconsin Council for the Social Studies
- State and local Chambers of Commerce
- National Joint Council on Economic Education
- University of Wisconsin System Centers for Economic Education
- Milwaukee Advertising Council
- Cooperative Educational Service Agencies
- Wisconsin Department of Justice Consumer Education Division

The Wisconsin State Council on Economic Education is a not for profit educational organization which exists to serve those who would improve economic education opportunities--contact Executive Director William J. Hill, P. O. Box 591, Milwaukee, Wisconsin 53201 (414-227-2732). During the period September 1, 1975 through July 31, 1976, the Council was involved in planning, implementing, facilitating or otherwise developing economic education programs, courses and workshops which enrolled about 1200 Wisconsin educators. All activities emphasized learning about economics as prerequisite to curriculum development.

The Wisconsin Department of Public Instruction and the Advisory Committees in Consumer Education and the Social Studies

- These groups are brought together to advise the State Superintendent of Public Instruction on matters relating to economics and consumer education.

- The Department of Public Instruction provides supervisory and consultant help to schools working to improve their programs in economics. Contact persons: Elaine Staaland, Supervisor, Home Economics Education (608-266-2347), and H. Michael Hartoonian, Supervisor, Social Studies Education, (608-266-3079), Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702.

The following school districts are participating in a national program designed to improve access to information about economics in the school program. The program is called DEEP-Developmental Economic Education Program, and is sponsored by the National Joint Council on Economic Education. In 1976, these Wisconsin school districts participated in DEEP.

| | | | |
|---|---|---|---|
| Beloit | Platteville | LaCrosse | Brillion |
| Sheboygan | Menasha | Elm Brook | Pittsville |
| Green Bay | Janesville | Eau Claire | Mukwanago |
| Kenosha | Menomonee Falls | Milwaukee | Port Washington |

Centers for Economic Education Centers deal primarily with preservice, inservice and special summer workshop programs developed in conjunction with local school districts. Each has a library of student and teacher materials and each has access to community resources which can be of help to schools, their teachers and their students. Credit and non-credit programs can be arranged as well as expert consultant assistance.

| | | |
|---|---|---|
| UW-Eau Claire | Jerry D. Johnson, Director | Eau Claire, WI 54701 |
| UW Center Campus-Fox Valley | Val Kopitzke | Menasha, WI 54952 |
| UW-LaCrosse | Richard Snyder, Director | LaCrosse, WI 54601 |
| UW Center Campus-Marathon County | Jack Karkar | Wausau, WI 54401 |
| UW-Milwaukee | Leon M. Schur, Director | Milwaukee, WI 53201 |
| UW-Oshkosh | James Grunloh, Director | Oshkosh, WI 53201 |
| UW-Platteville | Kahtan Al Yasiri, Director | Platteville, WI 53818 |
| UW Center Campus-Sheboygan County | Doris E. Lomberg | Sheboygan, WI 53081 |
| UW-Stevens Point Department of Economics | Gordon Haferbacker | Stevens Point, WI 54481 |
| UW-Superior Department of Business and Economics | Michael Behr/Pat Quinn | Superior, WI 54880 |
| UW-Whitewater Department of Economics | Jack Knusel, Director | Whitewater, WI 53190 |

State your observations, reactions, suggestions and viewpoints on this back cover and send it to:

William J. Hill
Executive Director
Wisconsin State Council on Economic Education
P. O. Box 591
Milwaukee, WI 53201

21